Ja’Corey Hagger

Mini-lesson on Point of View (perspectives)

Students will

* Identify point of view in a story by examining the text and illustrations, thinking about how an ant "sees" the world
* Demonstrate that they understand point of view by finding specific examples or evidence from of the ant's point of view in the text
* Apply their knowledge and understanding of point of view by writing from the perspective of a fairy tale character, who the story is not told by
* Consider the story from multiple perspectives.
* Recognize that all stories give only partial accounts

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| 1. | Explain to students that point of view/ perspective refers to how a person or character looks at, or views, an object or a situation. |
| 2. | Power point with pictures. Ask students, "What causes the pictures to look different?” Two perspectives, or points of view, are evident in the photographs |
| 3. | Tell students that, “like in the photographs, characters may also view objects from a different perspective, just like I can view something different from you.” To appreciate the plot of a story and understand the actions of the characters, students must understand the characters' differing points of view. |
| 4. | |  |  | | --- | --- | | Persons point of view | Ants point of view | | 1. grass  2. wall  3. cup of coffee | 1. forest  2. mountain  3. lake |   Show students the cover illustration from *Two Bad Ants*, a story in which the main characters are ants. Read the story aloud. Now we’re going to discuss how the text and the illustrations show objects from an ant's point of view. Ask students “how do an ant’s view differ from our views?”  What might your shoe look like to an ant?  Do objects look big or small to an ant?  What might your classroom look like to an ant? |
| 5. | Have students work together in small groups and pass each group a copy of an original fairy tale story. Students will identify whose point of view the story is from and they will also write from the perspective of another character in the story. |

When students finish their responses, call them back to the meeting area to share their work. Then discuss: “What did we learn about stories today?”

Conclusion: There is always more than one side to a story even though books often tell just one side.